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ABSTRACT

Presenting extensive background material on the development of shopping centers, this paper includes elementary and junior high school outdoor education activities centering upon shopping center studies. Background material includes analysis of the following: shopping center types (architecture, regional location, etc); land use (guidelines for successful center development, capital costs and services, locational considerations, problems restricting land use, conditions affecting development, and area required for retail stores); transportation and communication (transit system and shopping center parking requirements); consumer behavior (determinants of store choice, store layouts and displays, motives for shopping preference, percentage of sales by retail group, public appeal, and consumer and grocery shopping); how the residential area can affect the growth of shopping centers; advertising related to shopping centers (exterior and interior sign display and printed advertising). The activities section of this paper includes activities directed toward parking lots; people; consumerism and comparative studies, advertising; service, security and design; residence and area can affect capital costs and transportation; and the classroom. Each activity is defined in terms of objective and method. For example, the third activity in the activity section on parking lots is titled "Parking Spaces Available"; objectives include determination of the number of parking stalls available and the number available for customer parking; method involves counting, multiplying (rows), and subtracting skills. (JC)

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SHOPPING CENTERS : THEIR DEVELOPMENT AND IMPACT ON A COMMUNITY

Re 011200

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CHAPTER I

INTRODUCTION

Generally a shopping center can be defined as a group of commercial establishments located on a single site, and usually planned, developed, owned and managed by an individual, company, corporation or combination of the three. Space is leased by the company to prospective tenants.

Shopping centers are a symptom (or result) of the drift of population from the downtown area to the suburbs. Shopping centers are often created by real estate speculators who build the shopping center in hopes of attracting home purchasers to the area. If this does not occur shopping centers are often changed into business or industrial centers (i.e. office etc.) rather than continuing to function as stores.

The shopping unit is related in location, size and types of stores to the trade area it serves. It also provides on site parking in definite relationship to the types and sizes of stores.

ARCHITECTURE

Shopping centers in general emphasize once-a-week shopping but are becoming multi-functional, containing offices, theatres, bowling lanes, residences and educational centers. If you start these activities it initiates a community feeling and appeals to a greater cross-section of people. Polo Park, which is multi-functional, happened by accident. The mall was constructed after the stores were already built.

One-level shopping centers are nice if you have the space. People prefer one level centers - they can move around

without difficulty and they can see all the different shops around them rather than looking at the Mall directory. One level centers provide for the handicapped. No stairs to climb and a ramp would cost too much and use too much space. No need to build costly elevators and in case of fire there are many accessible exits.

A multi-level shopping complex (e.g. The Bay) should be used only if profitable. They do not alway provide for parking, so that transit is relied upon. Space for entrances is also diminished.

Shopping centers are built only for economy and attractiveness, not for lasting effects. The center is generally built quite cheaply to last an average of 10-15 years; expecting that it will be probably replace by a new one by then. Store frontage averages approximately fifteen feet and should be displayed well. Extensive glass and signs tend to be unattractive.

Most complexes are centered toward the mall, therefore there is no necessity for walking outside. If the center is related more to the community, then the architectural lines can be changed. The number of stores affects what kind of design you choose with linear, star-shaped, T-shaped and circles being common configurations.

The number of aisles is determined by the number and type of merchandise sold. Supermarkets tend to be more crowded with merchandise than a furrier shop.

DIMENSIONS

The malls of shopping centers, according to studies, should be at least forty feet but not more than eighty feet wide, so people can move freely from shop to shop. The length should be not more than 600 feet, otherwise shoppers will get tired and not go past all the shops. Many shopping centers install moving walks

to transport shoppers along the whole length of the building.

SHOPPING CENTER TYPES

A. Regional

The regional shopping center is the largest of the three types, the actual buildings occupying about 400,000 square feet located on a forty acre site. A full slate of services is provided, centred on a major department store and probably one or two major supermarkets. These tenants would occupy at least 100,000 square feet each.

B. Community

This medium sized shopping center occupies a fifteen acre site, the main building being at least 150,000 square feet in size. The major tenant would be perhaps, a junior department store, along with a supermarket and selected ancilliary services.

C. Neighborhood

The smallest type of shopping center, this type occupies a five acre plot with a main building of about 50,000 square feet. Again, the supermarket is the major tenant but no department stores are tenants. This type of shopping center generally has no enclosed mall. This type of center provides for the sale of convenience goods and services (food, drugs, laundry, shoe repair) for day-to-day living needs.

TYPES OF REGIONAL SHOPPING CENTERS

1. Strip Center

This type of building is long and narrow with storefronts facing one direction. There is usually no mall (enclosed pedestrian area), but it may have a type of large canopy over all the store fronts.

2. Land U Shaped

By placing two or three strip-type buildings together,

an L or U shape is derived. Again, no mall is present.

3. Mall Center

This is perhaps the most common type of shopping center in North America, probably because the climate keeps people indoors, and where they are warm they will stay longer and shop at more stores. The shape could be a combination of strip and L or U shapes.

4. Cluster

The cluster type of shopping center is more common in Great Britian and consists of two or more seperate buildings facing each other, seperated by a park-like square with trees, fountains, benches, etc.

CHAPTER II

LAND USE, COSTS AND LOCATIONAL ANALYSIS

(a) Guidelines for a successful center development

1. attractive shopper environment
2. strong shopping center management
3. effective promotion program
4. maintenance free construction
5. absorption by tenants of most of cost increases of common area maintenance and increase in property taxes
6. on going research in such areas as consumer affairs

(b) Capital costs

A company wishing to construct a shopping center must plan well ahead, taking many variables into consideration, the most important of which will be the capital costs of the project. Since a great deal of cash outlay is involved the company must determine the exact cost of the project before proceeding with the development. Only then can arrangements be made for financing construction. Capital costs generally fall into three categories for this type of project; land, buildings and equipment, overhead and operating costs.

1. Land and land improvements

Besides the actual cost of the land on which the shopping center is to be built the company will incur many other expenses. If the land is located in an undeveloped area, streets leading to it will need to be built. Connections to sewer, water, hydro, natural gas and telephone lines must be paid for by the developer as well. Of great expense to developers is parking space, generally covering acres of land with costly hard surfacing. Landscaping, too, including leveling of the land, planting of trees, and other attractive additions are all paid for by the developer.

2. Buildings and equipment

Building materials are very costly, and this portion of the capital expenditure will be higher than any other. Variations in building styles ranges from single story with enclosed malls to multi-story multi-purpose structures. Heating and air-conditioning a building this large is costly, and developers are responsible for installation of adequate equipment for this purpose. The installation of all plumbing and electrical connections within the building is the responsibility of the company as well. The interior of the shopping center is usually very attractively finished, at a great cost to the developer. This would include such areas as ceilings, floor coverings, sliding glass store fronts, fountains, and other items found in most shopping centers. It will be obvious that the developer must have a large supply of money on hand to finance this costly part of the development.

3. Overhead and development

Besides the actual cost of building a shopping center, the company will incur a tremendous amount of other expenses that are necessary in the construction of buildings. Architects and engineers demand high fees for their essential services. Interest on money borrowed to finance the development will be a major expense, as well as legal fees for the proper administration of titles and lease agreements. Any market surveys and similar studies conducted prior to construction are paid for by the developer.

4. Services

Besides the shopping function for which the centers are mainly designed, many other services associated with them must be taken into consideration, as was referred to earlier. The parking lot must be drained adequately. Water supply should be adequate to service all the stores as well as the sprinkler system for fire protection. Shopping centers are so large that much garbage is accumulated, and this is usually removed by private companies in container vehicles.

(c) Where to build a shopping center?

Since most of the large shopping centers with which we are familiar are regional types, we will investigate some of the countless steps in planning required to decide where a shopping center should be built. Obviously, a company that would develop a large shopping center without making certain that there were enough customers in the area to shop there would be foolish indeed. Much of the following information could be applied to community and neighborhood shopping centers, but on a much smaller scale.

Certain important factors are considered by developers in their efforts to decide the exact location of their shopping center. Among the factors considered are these:

1. What is the character of the neighborhood? (industrial residential, middle or high income, etc.)
2. Is the site easily accessible?
3. Does much traffic pass the site?
4. How large is the market?
5. Availability of enough suitable land at a price acceptable to the developer.
6. Is the site near to sewer, water, hydro, etc.

(d) Problems restricting land use

1. environmental - uneven terrain, proximity to water, poor soil formation can all cause problems when constructing a shopping center
2. accessibility problems - possibly due to environmental conditions
3. ecological problems - sometimes only a certain percent of thenatural landscape is allowed to be destroyed and thus restrictions in size of the shopping center
4. political problems - some politicians wish to save the downtown business area so restrict the size and number of outlying shopping areas

(e) Conditions affecting development

1. Redistribution of population and employment. The developer hopes that people will move nearer the area in the future, and that more jobs will also be available to attract more people to the area.
2. Cost-benefit analysis; would it be less expensive over a long period of time to renovate a downtown area than build a new shopping center in the suburbs?
3. Overlapping of Services; will the new shopping center be too close to one already developed, so customers will divide their buying between the two?
4. Supportive services available; will shoppers be able to come to the area and do more than just shop? (e.g. visit their doctor, have their car repaired, have a haircut, etc.)
5. Residential developments. Often, shopping centers are located in an area where other developers are building new homes in a major new residential area.

(f) Area required for retail stores has been estimated as follows;

1. Assuming that Canada has the same growth rate as that projected for the U.S.A. we will, by the year 2,000 have a population of about 30 - 35 million. Trends indicate that increasingly higher proportions of the future population will be living in urban regions, (95%).
2. Retail sales per square foot of gross store area are estimated for each type of retail store. These are sales that could be realized from average quality of management, in new stores with adequate parking. They are concerned with the physical quantity of goods handled by the stores which will not necessarily increase with rising prices.

3. Average retail sales per capita are calculated for each type of store as of 1963. The highest retail sales per capita were in food stores, then department stores, restaurants, automative and apparel stores.
4. Store building area required is calculated on the basis of number of square feet per capita needed to handle the estimated sales per capita required for all retail stores is 16.15 with 6.7 per capita required for general merchandise, apparel and furniture.
5. Three square feet of parking space for each square foot of store building area is also needed.

By the year 2,000 Canada should have set aside, for the building of shopping centers, 21.2 square feet per capita, (5.3 for buildings and 15.9 for parking).

The specific locations of the new regional shopping centers and department stores will depend of course upon the rate of growth of each metropolitan region and upon the extent to which each section of these metropolitan regions is served with existing shopping centers.

CHAPTER III

TRANSPORTATION AND COMMUNICATION

It was referred to earlier that it is important that people be able to get to the shopping center easily, or they might not come as aften and the stores couldn't make as many sales. For this reason in-depth studies are made of all transportation methods and routes to and from the area. These studies include;

1. Roads
2. Intersections
3. Traffic flows
4. Speed limits
5. Other (poor roads, steep hills, corners)
6. Major roads
7. Future roads
8. Car ownership
9. Public Transport
    a. frequency
    b. travel time involved
    c. proposed changes

When shopping centers are going to be constructed various people must be contacted as to its exact location. Newspapers must be notified so as to inform people of location and transportation facilities. The people planning the complex contact transit directly. In turn the streets and planning people must also be advised for road access. The developers want to know the bus service available. They will need to know the layout so as to know the area they have to work with.

In the schedule department, the regular bus line in the area is extended to encompass the newly existing complex. In setting up a schedule the following factors must be taken into account; 1. locale; 2. reasonable time between buses on the street (referred to a s headway); 3. the number of people. The peak hours are 0700-0900 and 1600-1800 hours, while reduced services operate between 0900-1600 hours. The number of buses running on a

line depends upon the area in which it is located. In a local area such as Fort Richmond there are four buses an hour during peak periods and three per hour during regular periods. Polo Park is considered a high density area with nineteen per hour during peak periods and nine per hour during regular periods. Considering the time element allotted for each bus, the round trip is completed in a certain number of minutes that divide evenly into one or two hours. The headway turns out to be 10, 12, 15, 30, or 40 minutes (the latter in the case of a two hour cycle). If an extra bus is added then headways are halved. The overall scheduled speed is 10 mph. This figure is based on speeds of 11 mph. on the outer ends of a route and dropping to 8 mph. or less in the downtown area. After a route has been in operation there will be some adjustments to the schedule and it is usually a minimum of a week until the pattern is set. The only time buses are added to a route is during a shopping night. An interesting factor is that during Christmas and Easter breaks theonly additional buses are those supplied to Polo Park. During sales bus service remains the same. The supervisor can order buses if he feels they are required.

When bus lines are extended for new shopping centers, advertising is a must. The newspapers and radio stations are notified. The firm of Trans Ad is totally responsible for advertising on and in buses.

An important person is the checker. It is his collected data which determines whether or not buses are added to a line. He takes a visual count of the number of people on a bus. He records the time of passing as well as the run number and the bus number. The information he is provided with: 1. maximum number of people seated on the bus - 51, 2. maximum number of people standing - 85.

A new feature has been added with Transit - exact fare, which does in fact speed up service and on a cold winter morning in Winnipeg the passenger notices the difference. Another new feature Dial-a-bus which has been recently implemented in the Fort Richmond Area, transports on the average, 1400 persons daily.

To operate one bus on a route from East Kildonan to Polo Park costs eleven dollars. This figure includes maintenance, gas and labour. To travel by bus it costs an adult twenty five cents or ten dollars for a monthly pass while high school students and senior citizens pay ten cents a ride. On the other hand, for an individual to drive a car it costs; buying car (average $2,500; insurance, $84.00; maintenance, $25.00 per month; and gas 75¢ a gallon). Like Transit Tom says "Take a Bus" - it might be cheaper.

Parking Requirements for Shopping Centers

Parking occupies the largest proportion of shopping land area and accounts for approximately 10-15% of the total site development cost. Recommended parking standards might be modified if the array of shopping tenants were unusual, for example; if the center's tenant composition were to include furniture stores or other such speciality tenant classifications the parking requirement could be reduced since such stores do not generate parking requirements normally observed at shopping centers with predominatly, apparal, food stores, drug, variety, hardware and other services. Office floor space is not a significant predictor of parking space demand because based on peak hour parking requirements, offices are normally not open. For every 1000 feet gross leasable are at the shopping center, an additional 200 square feet in office use may exist without increasing the parking demand. Thus if up to 20% of the gross leasable area of the center is office space the center's parking requirement based soley on gross leasable area is adequate. If more than 20% is used, a provision should be made for office parking according to an accepted standard of 2.5 spaces per 1000 feet in office use. Theatres in shopping centers generally create additional parking demands. The area required by a parking space varies within the parking lot layout.

Two methods can be used in determining parking spaces;

1. parking index or the number of car spaces provided per 1000 square feet of gross leasable area, or,

2. parking ratio, that is, relation of area of parking space to building area.

Zoning requirements are based on parking ratio of three feet of parking are to one foot of building area which is now common. A recommended 5.5 spaces per 1000 feet is equivalent to 2.2 feet of parking area to one foot of floor area. Therefore a 2.2 to 1 ratio is more appropriate than the former 3 to 1 ratio, if the ratio formula is to be ed in the zoning ordinanaces. The recommended standard of parking takes into consideration the customer but at the same time recognizes that sound planning should not provide for infrequent extremes in peaks of parking demands. Standards are based on observed parking demands, at peak hours of peak days of the peak seasons of the year.

Shape of Parking Lots

A rectangular store block interspersed with pedestrian malls set in a center of a rectangular parking area puts as many cars as possible close to the stores. "L" shaped centers can be dangerous because customer parking of another major tenant can back up across "L" into perhaps a supermarket's parking area. A limited amount of intermingled parking in shopping centers is good because it promotes cross shopping among stores, but a definite number of "private" spaces must be sought for a supermarket. A walking distance of more than 300 feet is considered by most shopping center designers to be excessive even though most distant lots are used only at periods of peak demand, such as Christmas or Easter. Under theoretically ideal conditions less than a two minute walk from the car to the store should be average.

A convenient and profitable parking layout must satisfy two criteria; 1. space; 2. time. To pack a few more parking stalls into a given piece of land may be less profitable than decreasing the number of stalls but to increase the speed at which parkers can move in and out which will increase the turnover. There are three basic dimensions of any parking layout.

1. length and width of car stall
2. width of access road
3. the angle between car stall and access road

A stall length of nineteen feet is adequate assuming car sizes have reached the upper limit. Generally a width of 8 or 8½ feet is allowed for parking stalls in most parking areas.

Parking Demand and Time Factor

For purposes of zoning ordinanace applications the parking demand may be defined as the accumulation of vehicles at a given time as the result of activity at a given site. It may be the maximum accumulation during the average day, the peak day of the week or during the peak season of the year. Irrespective of when they occur, parking accumulations result from interactions between three traffic variables;

1. the total daily trips attracted
2. the time pattern of arrivals
3. the average length of stay

In determining parking needs, the time of arrival patterns and lengths of stay are as important as the total number of daily vehicles attracted. The attractions of larger centers are that shoppers find more of their needs satisfied and as a result shop for longer periods reducing parking turnover, and necessitating more parking space.

CHAPTER IV

CONSUMER BEHAVIOUR

A. Determinants of store choice

Purchase intention include how many shoppers know beforehand what brands of article to buy or what not to buy. Store choice affects consumer behaviour. People usually go to the same store because of positive past experiences, because of store images, and because of whom the store caters to - example; teenagers, pregnant women, etc.

Store choice depends upon the type of product being purchased, and the general type of store involved - supermarket, department store, discount store, etc.

The general determinants of store choice are:

1. location - the consumer farther away is less likely to buy there than are those who are closer
2. transportation - automobile time limit to reach a shopping center is fifteen minutes
3. price - price influences the purchaser in selecting choice of stores with most people leaning towards discount stores
4. sales promotion - customers are less likely to return to a store that tries to force promotions upon them
5. store personnel - friendly and helpful personnel attract customers
6. customer services - these should be supplied, especially for automobiles and appliances (it depends on who does the shopping)
7. knowledgable store people
8. quality of items
9. credit facilities - consumers usually purchase more than usual when paying on credit

B. Store Layout and Displays

The store lay-out (width of aisles and points of display) both attract the buyer and keep him in the store. On entering a store 33% of the people buy from point of purchase displays (often set up by the cash register). They are very successful and 82% will say that they at least saw the display. End of aisle displays are used exclusively in self-service outlets, especially in supermarkets and drugstores. These displays at eye level increase product sales, even if the sales item price is increased.

Displays with signs produce better results than those without; flourescent and larger signs are more effective than the small signs. Island shelving units are effective and are classified as 'end of aisle' displays.

Using displays for advertised sale-priced items in areas of the store which have lower traffic levels but good shopper visability can draw customers to that area of the store. Displays are also more effective when they are used to showcase related items such as picnic products or drinking mugs and coffee. They are also ideal for launching new items. Loss-leaders, or new-cost items are used extensively to attract customers into the store. Joint displays of these items, together with profit making related items can help reduce the loss on one with a profit on the other.

Pick-up items such as flashlight batteries, are usually found at the cash counter, providing convenience in case you've forgotten to get any of these items. Dual pricing is done in some stores - the price on a display may vary five to ten cents higher or lower than the shelf price. Multiple unit prices e.g. 2/49¢ have been found very effective because persons buy a larger quantity.

C. Motives for Shopping Preferences

Some people prefer shopping downtown while others prefer to drive out to the shopping centers. Studies are made to determine the reasons for these preferences, and the number of people who give the same reasons.

REASONS	AGAINST DOWNTOWN	AGAINST SHOPPING CENTER
Difficulty getting to store	47%	11%
Treatment by sales people	43	11
Handling Adjustments	21	11
Shopping discomfort	33	8
Choice of merchandise	6	36
Prices	14	38
Deliveries	10	26
Range of size/colours	8	32

From this chart it can be determined that shopping centers are easier to get to and the sales people are friendlier. Also it is more pleasant to shop at a shopping center, probably for the above reasons. However, the chart also suggests that the prices are higher, the choice poorer and deliveries made less efficiently in shopping centers. Although this may not necessarily be true it is important for developers to be aware of how their customers think so they can improve in certain areas and attract more customers.

If a center is convenient then price is not always of greatest concern. Not all shoppers do their shopping with one purpose in mind - the price. In fact,the reasons of the general population are as follows; 33% shop for price and quality, 28% want to shop where they receive good friendly service, 18% are ethical shoppers - they shop in small family run stores as they want to help the little guy rather than the big chain stores, 21% gave no reason for their shopping habits.

It has been found that department stores and specialty shops generally attract upper income people aged 40 and over. Chain and discount stores attract young people and families with children, generally in the middle or lower income brackets. These are cheaper and more modern for families.

D. Percentage of Sales by Retail Groups

Food Stores	45%
Hardware	2.6%
Pharmacies	3.7%
Variety stores	4.2%
Clothing stores	9.4%
Department Stores	5.8%
Furniture Stores	4.7%
Others	24.6%

By hiring experts to analyse these findings, developers will be able todetermine whether or not a shopping center in a certain area would be profitable.

E. Public Appeal

Important to all merchandizers is their ability to appeal to the general public. Effective ways shopping centers handle this -

1. Usually found in a convenient area
2. Generally have large free parking lots
3. Large shopping centers have malls which are climate controlled
4. Are open long hours - even on week days they open early and close late
5. Often a number of services
6. Encourage family shopping
7. Have attractive relaxing decour e.g. fountains, soft lighting, park-like setting
8. Provide extra services
9. Co-ordinating groups organize sales, fashion displays and shows to encourage the public to go to that particular shopping center. Often seasonal promotions with fashion shows and a number of activities going on at all the stores which occur at times when children are on holidays
10. group advertising - sales on at a number of stores at the same time.

11. Whole shopping centers try to appeal to all age groups and socio-economic levels. Individual stores try to develop a "store personality" to that the prospective customer can consciously or unconciously see a "fit" between her/his own self image and the image of the store. (e.g. swinging teen shop, sophisticate shop, executive shop, discount store)
12. Encourage open spatial areas, soft colors, leisurely pace
13. Usually an information person situated somewhere on the mall to help you

F. Consumers and Grocery Shopping

Following is a list of some of the information found in a pamphlet distributed by the Department of Consumers' Affairs which contained recommendations to consumers when grocery shopping.

1. People who shop without a list over-buy. They are attracted by specials and often buy certain goods which they already have at home.

2. People who shop once every two weeks buy less food, goods, etc. than those who shop more often.

3. People tend to buy things impulsively when they shop when hungry. Those who shop after a meal tend to buy more of the necessary items.

4. Women who shop with husbands and one or more children tend to spend more.

5. Men spend more and/or buy more convenience food than women.

6. People are attracted by displays offering a certain good or food even though it is not on sale.

7. People who shop for groceries at a shopping center tend to go into other stores even though they were only going to the store for groceries.

CHAPTER V

HOW RESIDENTIAL AREAS AFFECT DEVELOPMENT OF SHOPPING CENTERS

Social and economic conditions can greatly affect a shopping center in a region. The future growth patterns of an area are determined in part by the social an economic conditions existing in the area. Factors which are important in the area are population growth, family formation, household structures, education and labour force.

One of the most important factors to consider is population growth. Population growth is dependent on two factors; natural increase and migration.

Another major factor determining the social and economic basis of a community is the level of education attained by the residents. This variable directly affects both the occupational structure and the income structure of the community.

The following pages show the breakdown of the factors contributing to the social and economic conditions for the following areas of Unicity; Charleswood, Fort Garry, North and East Kildonan, Old and Wert Kildonan, St. Boniface, St. James-Assiniboia, St. Vital and Transcona.

AREA	POPULATION STATS	BIRTH & DEATH RATES	AGE FACTORS	FAMILY	HOUSING	EDUCATION	OCCUPATION
Charleswood	'66 .3 per acre '01 450 persons '66 7,373 " 2nd lwst Wpg.	Since '56 BR hst all Wpg. DR lwst	Hr.# child. than adults 37% 15- 11% 54+	83% FM Avg. # 4	98.1% SD 13.2% R	34% pop 11-	54% 15+ yrs 21% managerial or professional 24.5% craftsment 17.7% clerical
Fort Gerry	increase since WWII 375% '41-'66 to population of 21,177	Since '56 BR hr than Wpg.(Metro) DR lwr.	Hr.# 20+ and btwn 25-54 yrs.	94% FM Avg # 4	84% SD 80% owner occupied 8.4% appartments	31% pop 12+	57.3% 15+ 31% managerial or professional 17.7% craftsmen 15.9% clerical
North & East Kildonan	'61 563 per '66 40,751 since '41 pop. up 300% with 14.1 per acre hst Wpg.	Since '56 BR hr. than Metro DR lwr	Hr. # 14- & 25-54-3 64+ 55%	95% FM Avg. 3.8	86% SD 12.6% appartment	23.5% pop 12+	59.7% 15+ yrs 27.8% craftsment 20.5% clerical 10.1% service and recreational
Old & West Kildonan	'01 668 pers. '66 21,404 since '41 up 200% with 12.4 per acre	since '56 PR lwr. than Metro	Hr. # 15- Lwr % 64+	94% FM Avg # 3.6	87% SD 10.6% appartment	37% pop 12+	56.6% 15+ yrs 24% managerial or professional 18.5% clerical 10.9% sales 24.2% craftsmen
St. Boniface	'41 18,157 '66 43,214 3.7 per acre	Since '56 BR hr. than Metro	same as West and Old Kil.	89% FM Avg. # 3.9	66.% SD 20.9% appartment	27%pop 11+	58.3% 15+ yrs 22% managerial and professional 21.7% craftsmen 20.5% clerical
St. James Assiniboia	'66 59,255 '41-56 up 150% 5.1 per acre	BR & DR lwr than Metro	36.8% 25-54 hr.% 15- lwr.% 64+	92% FM Avg # 3.9	84% SD	37.7% 12+	57.4% 15+ yrs 22% managerial or professional 18.5% clerical 20.1% service or recreational 18% craftsmen

AREA	POPULATION STATS	BIRTH & DEATH RATES	AGE FACTORS	FAMILY	HOUSING	EDUCATION	OCCUPATION
St. Vital	'01 585 person .5 pers. acre	BR hr and DR lr than MetFo	36.8% 25-54 hr. % 15- & lr. % 64+	93% FM Avg. # 3.7	86% SD appart. 12.5%	38% 12+	57.4% 15+ yrs 18% managerial or professional 22.2 % clerical 23.2% craftsmen
Transcona	'21 4,185 '66 19,761 3.6 per acre	BR high and DR Lw.	10- and 25-44 yrs mostly	95% FM Avg.# 4	87% SD appart. 10%	18.8% 11+	57.3% 15+ yrs 11% managerial or professional 10.1% transportati or communications 32.8% craftsmen

Symbols used in chart are as follows

DR death rate, BR birth rate, lwst lowest, lwr lower, hst highest, hr higher, 15- fifteen and under, 54+ 54 and over, FM member of a family, Avg # average family size, SD single dwelling, R rented, In Education column , 11+ means at least grade eleven, 12+ at least grade twelve : a grade followed by a (-) means under that grade

Note: ALL OF THE DATA CONTAINED IN THIS CHART IS FROM "DETAILED AREA PLANS - TECHNICAL APPENDIX" Metro Corporation of Greater Winnipeg, 1966

The following is a list of Winnipeg Shopping Centers and the geographic region in which they are located.

Center	Location	Economic Status of Area
Crossroads	Transcona, Elmwood Park	Lower & middle
Fort Richmond	Fort Richmond	Upper, middle lower
Westwood	St. James, Charleswood	Middle, upper
Ness	Crestview, St. James	Middle
Northdale	East Kild., North Kild.	Middle, low
Southdale	St. Vital	Middle
Autumnwood	St. Vital, St. Boniface	Middle
Cottonwood	Windsor Park	Middle
Grant Park	Fort Garry, River Heights Charleswood	Middle, upper
Polo Park	All	All
Garden City	E, N, W. Old Kildonan	Middle, upper
River East	North Kildonan	Middle, low
Kern Park	Transcona	Lower,middle
Saxon Village	North Kildonan	Middle
Munroe	Morse Place	Middle, low
Rosemere-McPhillips	West-Old Kildonan	Middle, low

CHAPTER VI

ADVERTISING RELATED TO SHPPPING CENTERS

Large scale advertising is now done by large firms who attempt to entice people to buy. Trends are towards better co-ordination of signs for aesthetic value in the shopping center and identity for the center as a unit rather than as a group of stores.

a. Exterior sign display for entire shopping mall.

It is best to have a single sign advertising the shopping mall rather than several signs lining the boundary of the area. The central sign would have smaller signs adjacent to it which indicate those stores within the mall. Reader boards are an effective advertising medium in a situation like this.

b. Interior sign display for individual stores.

Each store leases a sign from a sign manufacturer independant of the other stores. The particular sign company is responsible for its operation, maintenance and repair. Sign codes regulate height, movement, location and illustrations on signs (see uniform sign code book). Company logos which are distinctive and familiar are effective parts of a neon advertisement. If the logo id distinctive and simple, it will be an eye-catcher and useful in drawing customers. Sign and lettering styles convey an image of the store to prospective customers so style is an important aspect of advertising for a shopping center store. Various techniques of sign design increase effectiveness of the advertising display. Color-on-color preferences and texture all require special techniques to enhance their use.

c. Printed advertising.

Psychology of selling is involved in the printed advertisement. Advertising agencies hired by individual store companies utilize psychology and eye appeal in setting advertisements. Most successful ads make use of colorful pictorial displays, lettering and subtle slogans. Lettering in advertisements can convey a variety of moods to the customer; active vs passive, simple vs elaborate, masculine vs feminine and feiendliness vs snobbishness.

ACTIVITIES

The activities have been divided into sections according to the area of the shopping center in which they would be carried out. This seemed the most feasible way of doing it, as it is virtually impossible to section the activities according to subject area because they are so multi-disciplinary.

The sections include parking lot activities, activities relating to advertising, avtivities which involve observing people in the shopping center, consumerism and comparitive studies, activities relating to the residential area surrounding the center and transportation to the center, activities pretaining to the center itself,i.e. services provided, security and design, and possible classroom activities related to the shopping center. Some of the activities are written our in detail, some are merely suggestions for a teacher to build her own activities from.

Most of the activities will involve observation by the children. Some questions can only be answered by asking store personnel; but before this happens children should attempt to find the answers themselves.

Before the children go to the shopping center it is very important that there be a good deal of preparatory discussion concerning exactly what they will be looking for, and what results they hope to achieve. In this way children's interest and concentration will continue and they will not be wandering around with a vague idea of what they are to do.

PARKING LOT

Activity 1: Shape of Shopping Center and Parking Lot

Objectives: Upon completion of their observation of the shopping center and parking lot, the children should -

1. Know where the shopping center is situated
2. Be able to describe the shopping center and its essential characteristics by roughly drawing a map

Method: 1. Determine where the shopping center is in relationship to the parking lot

- in the middle of the parking lot
- corner site that is at one end of the parking lot
- narrow deep site - that is at the beginning of the parking area

2. How many entrances does the shopping center have?
3. How many parking sections are there?

To do this count those that are separated by access or cement barricades.

4. In pencil make a map of the shopping center indicating entrances to stores, parking lot, the parking sections, the nearest access roads to the shopping center, and access and exit roads within parking lot and indicate general surrounding landscape.

Activity 2: Location of the Shopping Center and Reasons for Parking Demand

Objectives: Upon completion of their observation, the students should:

1. Be able to recognize that if the center is located near a physical barrier such as a body of water or undevelopable open space, fewer shoppers can be attracted from one direction than if the center were located in an area easily accessible from all directions.
2. Be able to explain why parking demands are not

generated by building space itself, but by the clientele of the center

3. Be able to recognize the fact that parking demand is influenced by the trading area's population and modes of transportation.

Method: 1. Is the shopping center located near a(n):
   a. body of water
   b. highway
   c. undeveloped open space
   d. industrialized area
   e. residential district

Activity 3: Parking Spaces Available

Objectives: Upon completion of their observations the students should:

1. Be able to determine the number of parking stalls available
2. Be able to determine the number of parking stalls available for customer parking
3. Recognize that a certain number of parking spaces are limited due to employee parking

Method: 1. Find the total number of parking spaces available within the shopping center provided for all purposes, whether used by employee or customer.
Count the number of parking stalls in one row, count the number of rows in the parking section. Each parking section may vary in the number of stalls per row. Multiply the number of stall by the number of rows to determine the total number of stalls in the parking section.

2. Determine the number of spaces used by employees by counting the number of stalls used in the lots before the stores open.
3. Subtract the number of stalls used by empolyees from the total number of parking spaces to arrive at the number of spaces available for customer parking.

Activity 4: Determining Parking Ratio

Objectives: Upon completion of their study the students should:

1. Be able to explain how they calculated the gross leasable area of the shopping center.
2. Know how to determine a parking ratio for the shopping center.
3. Have an understanding of the following terms:
   a. gross leasable floor area
   b. ratio

Materials needed: Yardstick (meter stick)

Method: 1. Find the gross leasable floor area in square feet (square metres). This is achieved by measuring from the center lines of joint parittions and exterior of outside walls.
Include basements, mezzanines, and upper floors if any, and banks.
Do not include office buildings in which medical, dental, research and other kinds of special organizations are housed, nor theatres or washrooms.
However, if access to the basement or other areas is not given by the owner of the building, the student could ask them for the details.

2. From previous activity find the total number of parking spaces.
3. To determine the parking ratio the total number of parking spaces, as compared to the gross leasable area.

Activity 5: Determining Dimensions of Parking Layout

Objectives: Upon completion of their observations, the students will:

1. Be able to recognize that the size of the car stall depends upon the size of the car which it has to accomodate yet there is no way of shrinking or expanding stall size to fit varying size of cars.
2. Know that there are three basic demensions of any parking layout.
3. Recognize that the wider the stall the narrower the road width.

Materials needed: 180 degree protractor,
tape measure or measuring line

Method: Three basic demensions of any parking layout are:

1. length and width of car stall
2. width of access road
3. angle between car stall and access road

A. Length and Width of Car Stall

1. With the tape measure, measure the width of a parking stall
2. Measure the length of the parking stall
3. If possible have the students measure a medium-sized car lengthwise from front bumper to back fender. Then measure the car widthwise. For variety, a small car such as a Volkwagon to as large as a Station wagon could be measured to note the difference in sizes.
4. If possible, have the sutdents measure the width of the car with the drivers door open, then with the drivers and passenger doors opened.

After results have been collected the students can compare the sizes of the cars with the stall width and length.

B. Width of Access Road

1. Determine if it is a one-way access road to the stall or a two-way.
2. If it is a one-way access road measure the width of the road from the end of one stall to the end of the opposite stall. Do the same for the two-way access road.

Note: In some parking lots there are both one-way and two-way access roads.

3. If possible select a 2-way residential street, one that has little traffic. One or two students could be stationed to watch for traffic and to warn the group when cars are approaching.

   The students using the tape measure or ruler, measure the distance from curb to curb across the street.

C. Angle Between Car Stall And Access Road

1. With the use of the protractor the students can determine what type of parking angle is between the car stall and access road, 30, 60, 80 or 90 degree. After the results have been recorded, the students can discuss why the access road may be smaller in size as compared to the residential street; if there are more than one parking angle in the parking lot the students can discuss some of the differences in road widths and accessibility to stall.

Activity 6: Determining Walking Distances

Objectives: Upon completion of their observations the students should:

1. Realize that walking distance can be an integral factor of attracting shoppers with cars to the store.

Materials Needed: tape measure, time watch

Method: Depending on the layout of the shopping center: corner site, center or narrow site distances from various locations could be tabulated.

1. Measure the walking distance from the first stall nearest a store and from the farthest stall in the same vicinity - diagonal corner distance could also be measured if the shopping center layout were a perfect square.
2. Calculate the time required to walk to the store from the first stall and from the farthest stall at a normal walking pace.
   The students could discuss whether the stall farthest away were used most of the time or whether they are used only at periods of peak demand such as Christmas and Easter.

Activity 7: Determination of Parking Needs

Objectives: Upon conpletion of their observations the students should:

1. Recognize that such things as when people arrive and the lengths of stay at the shopping center play a very important part in realizing parking demand.
2. Realize that the longer people stay the more parking spaces are needed.

Method: 4 - 8 locations around the shopping center could be selected and there could be 1 or 2 children per location.
Different times should be allotted for observation so as to find out what time of day may be busier than another. If possible 2 or 3 students either selected or volunteered who live near the shopping center could observe at specified times on a Saturday.
Once all the results from all the observers have been tabulated, the average length of stay for all of them could be calculated.
Discussion as to what time of day appears to be the busiest; as to why some people stay longer than others; would the types of stores inside

the shopping center influence the length of stay; also the longer the people stay the more parking spaces are needed.

Activity 8: Parking Lot

Objectives: To observe many different types of cars which can be related to the gargae study.

To see how many large cars compared to small cars are brought to shopping centers.

Number of cars and number of people per car can lead to a study of pollution

To increase observatory skills

To learn to chart items

Length of Activity: One hour

Equipment: paper and pens

Activity: Make a clue chart

Example:

MAKE OF CAR	LICENCE	SIZE	COLOUR	#DOORS	SHAPE
Mercury	AG 112	large	green	4	square
V. W.	BA 297	small	red	4	round

Follow-ups: Pollution study of cars

Activity 9: Garage Study

Objectives: To familiarize the student with the price of gasoline and why people drive the cars that they do.

Length of time: half-day (2 hours)

Activity: general data recording

Method: Use the following activities at the shopping center gas and service station, and make the appropriate observations and recordings.

1. record the number of small cars as opposed to the number of big cars and suggest several reasons for the results.
2. record the number of four, six and eight cylinder cars on a graph
3. find out the effects of a pollution control device from a serviceman
4. record the number of people coming to the gas station who want to"fil' up", and the number of people who want a small amount such as $2.00
5. record the number of people who use credit cards as opposed to cash. Graph a line indicating the results

GENERAL FOLLOW-UP

After all results have been tabulated and recorded a drawing together of all the activities would be beneficial. Discussion as to why certain factors would modify or increase parking demand. Such things as transportation, clientele of the shopping center, site characteristics could be tied in with other areas or studies of the shopping center.

If more than one shopping center is sutdied conclusions can be drawn as to why the parking standard is modified or increased. The results from the discussion could be tabulated.

PEOPLE ACTIVITIES

Activity 1:

Take a random sampling of the different characteristics of people in various locations. -are there more thin or overweight people at the bakery counter
-are there many bald people in the shopping center
-make up your own list of characteristics to look for

Activity 2:

Find several stores that are having a sale.

Record: -the number of people who enter the store
-the number of people who leave the store with purchases made in the store
-repeat the above when there is no longer a sale on
-make a chart and compare your results

Activity 3:

Walk down one side of the mall and keep track of how many people are smiling.

Now walk down the other side and be friendly - smile, say hi!

How many people smile back now?

Activity 4:

Take a survey of the stores to find out which one is busiest during the day, night, and on special seasons.

Activity 5:

Choose someone in the shopping center that looks interesting to you and write a short imaginary character study of them. Is that druggist really an international spy?

Activity 6:

How many stores display merchandise outside their storefront in order to attract people?

How many people examine this merchandise before entering the store as compared to the total number of people that enter the store?

How many look at the display but keep on walking?

Activity 7:

Take a sample check at various times over several days for approximately one hour. Are more people walking leisurely down the mall or are they in a hurry?

Activity 8:

Make up a survey on any topic that you wish.

Dress up in casual, grubby clothes - blue jeans and sweatshirt.

Appraoch people with your questionaire. Note how they react to you.

The next day dress up - dress or suit. Now appraoch people and notice their reaction.

Is there any difference in their reactions in general?

How would this apply to sales staff in stores?

Activity 9:

Write a poem about some of the people you've seen in the shopping center.

Activity 10:

Choose a restaurant where the customers are easily observed.

1. At what times are there the most people?
2. What seems to be the most popular item on the menu?
3. Are there more people alone or in groups of two or more?
4. Use a tape recorder and interview different people as to why they chose that restaurant.

Activity 11:

Pretend that the people around you are birds. Use a camera and take pictures of different people and place them into different categories. For example: a person wearing bright flashy clothes would be in the category of a parrot. Make up as many categories as you need.

Activity 12:

Choose a clothing store (for example) and by using a stop watch, time the length that approximately ten people spend in the store. Find the average. Compare your findings with those for people who go into a grocery and a drug store.

Activity 13:

Break the class into groups. Have at least three students at each entrance to the shopping center on half hour shifts during the following times: 10-12 noon

1:30-3:30 p.m.

7-9 p.m.

Record the number of people entering the shopping senter. Make a bar graph and compare your results to see when the most people use the shopping center.

Activity 14:

1. Take a random sampling af various places and see how many people are just atanding around.
2. Which seems to be the most popular place to congregate at?
3. What do you think attracted these people here? Interview some of them and ask the same question.

Activity 15:

A. Keep a tally sheet of how many people walk around eating.

B. How many stores have signs posted about - no food allowed in the store.

C. Make a poster showing all the different foods the people are eating.

Activity 16:

A. Keep a tally of what age groups frequent different stores.

B. What stores appeal to the younger age group (under 20) - 20 - 30, 30 and over.

Activity 17:

What age group are the clerks in these stores? Is there any relation between their age and that of their customers?

Activity 18:

A. Find any areas that seem to be littered. How far is the closest garbage container (in metres)?

B. Put some litter in the middle of an aisle, observe for ½ hour and keep track how many people walked by and if anyone stopped to pick the garbage up.

C. Try this again only in a store. If a bottle of shampoo falls down does anybody, besides a sales clerk, pick it up? You might even be able to film different people's reactions by using a movie camera.

Activity 19:

Interview several security managers from different stores.

A. Find out the statistics about the number of incidences of shoplifting daily, monthly or even yearly.

B. What methods and equipment do they use to decrease the problem?

C. Interview a security guard and find out his duties.

Activity 20:

A. What special facilities or services (such as washrooms) are there in the shopping center for handicapped people?

B. Are there any stores specially equipped for wheelchairs, etc.?

Activity 21:

Find out if there's any relationship between the weather and the number of people shopping. Keep a record of the weather for several weeks and compare it to the number of people shopping at various times during the day. If you are keeping track of the people; make sure you do it at the same times everyday.

Activity 22:

By using a tally sheet, keep track of the way people dress by dividing them into two categories - casual (blue jeans) or dressed up (good pants, suit, dress, etc.)

Activity 23:

Pick random locations throughout the shopping center. Check these places at various times during the day.

A. How many people shop alone or with one or more people?

B. What's the average number of people shopping together?

C. Which group of people are carrying more packages?

Activity 24:

Shopping centers are designed to attract as many people as possible. How many different types of stores and recreation facilities are there (bowling alleys, theatres)?

Activity 25:

Depending on the season, keep track of how many people walk around with their coats or sweaters on.

Activity 26:

What stores play music and what kind is it? (fast, quiet?). Ask people leaving the store what they thought of the music or did they notice it?

CONSUMERISM AND COMPARITIVE STUDIES

Activity 1: Comparisons

Objective: To make students aware of the fluctuating consumer prices.

Method: Answer the following questions with reference to the food store in the shopping center.

Which is better? A Sara Lee frozen cake or a cake from the store bakery (same size)? Take into account convenience, price and quality.

Which is better? Liquid or powdered milk. Take into account nutritional value and quality.

Are larger sizes more economical? For example 64 oz. of a product as opposed to buying 8 8oz. packages of the same product. Why or why not?

Make a comparison study of today's food prices with those of so many months ago. Return in a few months and compare again. Use the list of food and their prices provided in the newsprint article. Suggest reasons for the changes.

See following page for article.

Price comparisons

1975

Each Friday, The Tribune publishes this price comparison list compiled by consumer affairs reporter Marjorie Gillies. Mrs. Gillies prices the items in this grocery cart every Thursday, visiting the same three stores operated by major companies, and located in the same general area each time. Prices listed are the average of those in effect at the stores.

ITEM	AUG. 9	Mar. 21	April 4
Butter; 1 lb.	.80	.81	.87
Margarine; 1 lb.	.40½	.51	.52
Cheddar cheese; 1 lb.	$1.15	$1.29	$1.31
Eggs; 1 dozen (Med.)	.78	.80	.79
Milk; 3 qt. 2%	.94	.92	.92
Bacon; 1 lb.	$1.62	$1.26	$1.18½
Wieners; 1 lb.	.94	.92	.92
Minced beef; 1 lb.	$1.13	.98½	.98½
Sirloin steak; 1 lb.	$2.15	$1.82	$1.71
Rump roast; per pound	$1.62	$1.77	$1.75
Pork chops; 1 lb.	$2.18	$1.42	$1.71
Roast loin pork; per lb.	$1.40	.98	$1.11
Lamb; per lb.	$1.74	$1.83	$1.74
Bologna; 1 lb.	.94	$1.01	$1.01
Beef liver; 1 lb.	.92	.99	.91
Side spareribs; 1 lb.	$1.32	$1.11	$1.08½
Roast chicken; per lb.	.86	.85	.83
Frying chicken (pieces); per lb.	$1.15	$1.24	$1.27
Whitefish (whole); per lb.	$1.23	$1.28½	$1.28
Peas; 14 oz. tin	2/57	.31	.31
Peaches, 20 oz. tin	.48	.55	.56
Apple juice; 48 oz. tin	.48	.63	.63
Pork and beans; 14 oz. tin	.29½	.42	.42
Potatoes; 10 lbs.	$1.23	$1.45	$1.45
Coffee; 1 lb.	$1.09	$1.16	$1.18
Lettuce	.38	.32	.32
Tea; 1 lb.	$1.58	$1.84	$1.85
Tomatoes; per lb.	.35	.27	.28½
Apples; per lb.	.49	.33	.37
Flour; 10 lb. bag	$1.23½	$1.66	$1.69
Sugar; 10 lb. bag	$1.68	$3.09	$3.22
Honey; 1 lb.	.69	.85	.88
Bread; 16-oz. loaf	—	.26	.26
24-oz. loaf	—	.36	.35
Total	$34.96½	Total: $35.30	$35.68

Activity 2: Buying a Chicken Dinner

Objective: To promote an awareness of food prices with the added cost of outside labour.

Method: Compute the cost af a chicken dinner for a family of five including the chicken, potatoes, vegetables, dessert and beverage from: 1. Scratch: Buy everything from the grocery store.

E Estimate a fraction of the price for things like salt and pepper.

2. Frozen T.V. Dinners: Also buy frozen beverages and dessert.

3. Restaurant

Which is the cheapest? Notice the relationship between cost and the amount of work you do yourself (cooking, washing dishes) and the amount of work that other people do for you.

Activity 3: Consumerism

Objective: To give students an introduction to the concept of budgeting and the use of school mathematics.

Method: Divide the students into two groups. Each group will be asked to simulate buying a list of goods.

Group 1: Given a limit of $100.00 to buy the following goods. It is possible to purchase all the goods within the limit.

Group 2: Make a list and computation of what it would cost to buy the following goods.

Shopping List:
1 adult sized sleeping bag
1 pair casual leather sandals
1 boys long-sleeved sweatshirt
1 pocket transistor radio
1 men's wrist watch
1 lady's denim handbag
1 tea kettle
3 peice set of luggage
1 pocket instamatic camera

Activity 4: Restaurant Comparison

Objective: To use mathematical skills and knowledge of nutritional values.

Method: Compare prices af the restaurants by dicng the following:

1. Buy yourself a breakfast, lunch and dinner at two places and compute the total cost at each place. (just look at the menus)
2. You are given $3.00 for a meal. What would you buy? Keep in mind the nutritional values.
3. Compare the prices of coffee, milk and soft drinks. Which is better for you?
4. Look at the sandwich prices and estimate how much it would cost to make them at home. Which would be cheaper?
5. Compare restaurant prices at two different establishments. Give reasons for the differences.

ADVERTISING ACTIVITIES

General Objective: To make the students aware of the extent and impact of advertising.

Activity 1: Newspaper Study

Objective: To give the students an appreciation of the various types of newspaper ads and the effects achieved by them.
Method: The students should be instruced to browse through the newspaper and take note (clipping some) of as many different kinds of advertising approaches and techniques as they can find. This could include anything from full section ads to classified want ads. Students should note in what section (business, sports) of the paper certain products or stores most commonly advertise.
A more specific part of this activity couldbe an indepth look at the classified section. Lay out, indexing, rates, wording and abbreviations are all feature to be studied.
Follow-up: The culmination of this activity might involve a scrap-book or mural with assorted clippings and examples of ads accompanied by the students' reactions or impressions of their effectivness.

Activity 2: Trademark Recognition
Objective: To foster a realization of advertising's universality and impact.
Method: This activity could be designed as a work sheet, with numerous company slogans and trademarks printed up. The students task would be to identify or match the trademark to the company or product.
Follow-up: The culminating part of this exercise could be a field trip to a sign manufacturer such as Nean Products, Marveon, or Claude Neon. This would give the students as opportunity to view a sign, depicting a common logo, under construction or in the design stages.

Activity 3: Art

Each student designs a poster to promote the reading of a book of his choice, or the selling of a product. He should combine illustrations, lettering, effective arrangement, wording and other eye catching details. Students should concentrate on appealing to their associates rather than to adults.

For example: after reading a book about sports, write a brief recommendation and a large cutout of the object involved, i.e. a football, tennis racquet.

A discussion of advertising and selling techniques, as well as propaganda methods in general, should preceed this activity.

Activity 4: Rhyming and music

Divide students into groups of two or three and have them make up a jingle advertising something to eat. Their jingle should include the name,who makes it, and what it tastes like. They should make the jingle rhyme and each group could sing theirs to the class.

Activity 5: Observation Skills

Have the students note as many different billboards as possible and then ask them which ones they liked the best and why. Which colours were predominant? How large was the wording? How many words were there? Is there much advertising on that subject?

Activity 6:

Which storefront attracts you the most? Why?

Which storefront do you dislike the most? Why?

Redesign the second storefront to make it more appealing.

SERVICES, SECURITY AND DESIGN ACTIVITIES

Activity 1: Snow Removal

Have the children look allaround the lot for signs of snow removal. What kind of equipment was used to do the job? If there are no piles of snow on the lot, have the children speculate as to what might have happened to it. Have them check the area around the center to see where the snow might have been dumped. They may know this from the residential area surveys.

Follow-up: Have the children figure out how long it would take to clear the snow from the lot. They will have to know the size of the lot, perhaps a group that did a parking lot survey would have this information. The children will have to be given or told where to obtain information on snow removal machines i.e. how fast they can work, how much they can move in an hour. Here is a good opportunity for practicing interviewing skills!

Activity 2: Garbage Removal

If the children hang around the back of the stores at the center they will be able to observe what exactly does happen to the garbage from the smaller recepticals of the stores and those on the mall. They can observe who brings the garbage to the back and how often. If the children do not wish to observe they can interview the store personnel. Judging from the amount of garbage in the recepticles, how often does the city garbage truck pick it up? Are there any other companies that take the garbage away? Have the children observe any littering problems, inside and outside. Can they suggest ways to help solve this problem?

Follow-up: Children could observe the amount of garbage in each stores recepticle at the end of the day, or just before it is emptied, and graph their results. Suggest reasons that some stores have more garbage than others.

Have the children observe littering in thier community, or around the school. They may suggest ways to alleviate it.

Look into exactly what happens to the garbage once it is collected by the city. This may lead to a discussion or a project on recycling materials.

Activity 3: Clean up of the center

If the children are at the shopping center the whole day, have them observe the cleanliness of the store when it opens and compare it to the cleanliness at the end of the day. They could interview the store personnel to find out who cleans the store, how long it takes, and exactly what it entails.

Have the children observe what sort of clean up activities there are in the mall and parking lots during the day. Who does it and how often.

Follow-up: Have the children write an imaginary story about the broom that sweeps up the mall. They could do it from the point of view of the broom or from the point of view of the person pushing the broom. Do they love or hate their job?

Activity 4: Heating

Children, through good observation and probably some interviewing of store personnel should be able to discover the heating systems throughout the center. It may vary. Obviously prepratory work should be done so that they will know what to look for. What is the most common method? Why?

If any thermostats are visible have the children check these.

What is the average temperature in the stores? On the mall? Why?

What is the best temperature.

Follow-up: Graph the results of different types of heating systems used in the center.

Have them study the heating system in their home or in the school. This could also be done before the trip, to help raise their interest.

By contacting the heating companies, you may be able to get some average prices for the various heating systems for certain amounts of space. If the size of each store was know, the children could figure out the cost of heating them.

Activity 5: Sewer

Perhaps by observation, or by center personnel showing the children, they could see where the sewage drains are, and how many. Some simple prepratory work would most likely have to be done so that the children would understand exactly what sewage means and the basis of how the system works.

Follow-up: Go into more detail on how the sewage system works. Use the shopping center as your example, noting where the sewage goes, and how. This could lead to talking about a sewage plant, and perhaps taking a tour of one.

Activity 6: Electricity

Interviewing is probably the only way. Children could find out how much electrical energy the stores or shopping center use. With help from Winnipeg Hydro they could figure out the cost to the individual stores, or to the center as a whole.

Follow-up: Children could figure out the cost of supplying the school with electricity for one day, one week, etc.
Have the children pretend that they are a charge of elecrticity. What would they do? Where would they go?
This may be a good way to introduce the study of electricity.

Activity 7: Style

What is the particular style of the mall? Is there a major store at each end, with smaller stores inbetween? Is is more than one story? Is it a strip arrangement with no enclosed mall?

Follow-up: Let the children design the style of a shopping center the way that they feel it should be done. Let them be as wild as they want but stress the fact that they must be able to explain the reason that they have designed it as they have.

Activity 8: Safety and security

What kind of security system can the children observe? For example are there T.V. cameras? How many are there and where are they located? Does any patern emerge? If no such systems are observable the children may have to interview the manager to find out about yhe security systems.

Are there any security guards? Where? How many? Have the children interview them to find out how much authority they have.

Let the children try to be plain clothes people. What would they do and how would they go about it. What methods would they use so that they wouldn't be obvious? What would make them suspicious of a person? What are they looking for? What type of person would they "watch out" for? If the children can use their discretion let them try to watch someone for a while and see what problems they encounter.

What kinds of safety alarms od devices can children observe in the shopping center? Are there smoke detectors, fire alarms, rubber mats in doorways, watch your step warnings, etc. Why are they there?

Follow-up: This activity may spark interest in security devices so that a study of the different types of alarms and gadgets on sale today could be surveyed.

By playing "cop" the children may be ready to enter into a discussion on people, their rights and morals and perhaps how we have stereotyped people. What makes people try to steal things? What would we do, as innocent by-standers, if we saw someone stealing something?

Activity 9: Materials used to build

Children, through observation could find the materials used to build the stores. Why was a certain material used?

Follow-up: Materials used to build a store can lead into a geography lesson, or a study of where the materials came from in the first place, and the process it went through to finally end up on the building.

RESIDENTIAL AND TRANSPORTATION ACTIVITIES

General Objective: To gather background information on the economic conditions of the area surrounding the shopping center by looking at the housing, education and population growth. To survey the modes of transportation that people use to get to the shopping center.

Activity 1:

At the site survey the age of the people present and their sex.

Example:

	Male	Female
Clerks		
Managers		
Shoppers		
Children		

	0-4	5-9	10-14	15-19	20-24	25-34	35-44	45-54	over55
Children									
Clerks									
Managers									
Shoppers									
Services									
Transport									
Labourers									
Other									

Follow-up: What was the majority of peoples' ages? What category and sex were they? What does this tell you about the community? Were the majority of shoppers male or female and what were their ages? What does this tell you? Were there many children? What were their ages? Were they with their parents or another adult?

Activity 2:

Survey and observation of the: dress of the shoppers
articles bought and the cost
type of shops

Follow-up: Relate these observations to the research. Was the dress a reflection of the community's economic standing? Did the cost of the articles reflect the economic standing? What type of stores serviced the community? What does this tell you about the community?

Activity 3:

A look at the present housing available in the community. For example are they single detached, single attached, double housing, apartments, duplex, mobile homes or others? What types of housing are presently being built? If new housing is being built how far is it from the shopping center?

At the shopping center what types of stores service the area? Is there room for expansion? From the look at the housing what different types of stores would be needed to service the community?

Follow-up: Make a model of the shopping center. Add to it the stores that might be needed in five to ten years time. Be sure to take into account the types of housing, etc.

Activity 4:

Have the children count all the people in the shopping center. Have the children estimate the size of the community serviced by the stores. Find out what the population figure was in 1901 and in 1940. What accounts for the growth in population? (birth rate, death rate, immigration) Where did the people come from if immigration is the factor? What is the major ethnic background of the people. A record of the finding could be put into chart form.

YEAR	POPULATION
1901	668
1940	6814
19??	23632

Follow-up: From the findings try to conclude:
-what conditions will be present in ten years
-what needs will have to be met in respect to shopping in the future
-is there sufficent shopping area for the present community
-what are the causes of the growth in population
-what does this tell you about the history of the community

Activity 5:

Make a chart and record the number of people that are riding on the bus, their approximate ages, and the time at which they ride.
Follow-up: Draw a bar graph illustrating the number af people riding the bus a specified times. Indicate the peak hours in red and the reduced service hours in blue. From the data collected determine what hours most retired citizens ride the bus. Determine what age catagory rides the bus the most. Why do you think this is so?

Activity 6:

Obtain a City of Winnipeg map. Calculate the mileage of a specific bus route. Draw a scale diagram of the bus route on a large piece of paper. Plot all the bus stops.

Activity 7: Creative writing

Pretend you are Billy Bus on the day of a atore sale.Write a story about your experiences.

Activity 8:

Draw a chart comparing the size of parcels that people take on the bus to the size of those that they take in cars.

Activity 9:

Obtain some of the old transit schedules; those that were in use before the exact fare system was started. Compare these to the new schedules in use with the exact fare system. Is there a time saving?

Activity 10:

Do a survey to see if weather affects the number of people travelling to the shopping center by bus. Does it affect the total number of shoppers?

CLASSROOM ACTIVITIES

Activity 1: Location of shopping centers

On a city map locate major shopping centers in the city. Discuss which area each center serves and the number of people the shopping center is designed to serve. Speculate on where there is a need for another shopping center.

Activity 2:

Look at shopping center advertisments in the newspaper.

Note: -the number of hours the stores are open
-how many stores have sales at the same time
-any activities going on in the mall

Activity3:

Have the students and teacher design a shopping center game. The board could be designed after a particular shopping center or one the class makes up. The board would show all stores, bus routes etc. The object of the game could be changed to suite whatever idea the teacher was instructing. Included in the game would be shopping lists, chance cards and dice. The shoppers would start out from home position, draw random shopping lists and throw the dice to move. Bus routes would be marked. The object of the game could be to complete the shopping trip and return home in the shortest time. At marked spots on the board players have to draw random chance cards that would affect shopping time, for example long lines at the check out counter - miss your next turn. Chance cards could also contain sales, bargains, etc. that the shoppers would have to decide on.

Activity 4: Art

Make a collage for each different type of store that is represented in the shopping center.

Activity 5: Kim's Game

This activity increases observation skills and cna be done after each trip to the shopping center. Designate a certain area of the shopping center and then ask specific questions about it afterwards. For example: Were there any benches,plants, garbage containers etc. in the area.

Activity 6:

Using the information that you have about shopping centers and their construction, design a shopping center that you would build. Draw scale diagrams of you plans. With the help of your teacher, try to determine the capital costs involved in building your shopping center. What kinds of tenants would you want? What kind would you need to have?

Activity 7: Creative dramatics

Divide the class into pairs. One person takes the role of an angry sales clerk and the other person is a timid customer trying to return a pair of shoes that fell apart. Now reverse roles and the clerk becomes timid and the customer angry.
Make up other situations involving people in a shopping center. You might create one on the different ways that people react when they see someone stealing.

Activity 8:

Make a scrapbook of clippings from local newspapers advertising special events to attract people to the shopping center

Activity 9:

Pick a store and write a short story about what you would do if you were locked in over night.

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